Higher National Unit Specification

General information for centres

Unit title: Applications of ICT in Libraries: Supporting Client Learning

Unit code: DP5E 34

Unit purpose: The purpose of this Unit is to develop skills in public library staff required to support clients in their selection and use of ICT-based learning packages within the library.

On completion of the Unit the candidate should be able to:

1   Profile client in terms of ICT competence and learning goals.
2   Select ICT-based package(s) to support this learning.
3   Provide appropriate ICT support to the client in the use of their chosen learning package(s).

Credit points and level: 1 HN Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.

Recommended prior knowledge and skills: Access to this Unit will be at the discretion of the Centre. There are no specific requirements but candidates would benefit from core skills in Communication at Intermediate 2, Information Technology at Intermediate 2 and Problem Solving at Higher level. These may be demonstrated by the possession of relevant National Units.

Core Skills: There may be opportunities to gather evidence towards Core Skills in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Context for delivery: If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Assessment: Evidence for the knowledge and /or skills for the entire unit must be produced from:

1   One case study, fully documenting the activities related to the three Unit Outcomes for a client who wishes to find and use ICT-based learning package(s) in the library.

   and

2   A contrasting case study, fully documenting the activities related to the three Unit Outcomes for a client who wishes additional ICT-based support in the library for a course of learning being undertaken elsewhere.

General information for centres (cont)

It is essential that the client undertakes the learning on library premises where the candidate is available to offer appropriate support.

The two activities will have equal assessment weighting.

The candidate's evidence should be in the form of a logbook describing each case study. Within this, all the candidate's actions, decisions and the resulting package(s) as well as support given to the client are to be recorded. The logbook may be in print or electronic format and must be authenticated by the tutor or mentor.

For each case study candidates should present evidence to prove that they have addressed the skills and knowledge in each of the three Outcomes. Specific guidance on this can be found in the logbook instructions in Evidence Requirements, from which a template for the logbook structure may be produced for the candidate.

An assessment exemplar and guidelines on the delivery of the Unit have been produced to indicate the national standard of achievement required at SCQF level 7.

As a number of Outcomes are assessed together an assessor must ensure that each Outcome has been achieved by the candidate to successfully achieve a pass in this Unit.

Higher National Unit specification: statement of standards

Unit title: Applications of ICT in Libraries: Supporting Client Learning

Unit code: DP5E 34

The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Profile client in terms of ICT competence and learning goals

Knowledge and/or skills

♦ Establishing client competence in use of hardware and software
♦ Determining client's learning goals
♦ UK education and training system (pre-school, primary, secondary, tertiary, workplace, informal)
♦ Special needs
♦ Sources of careers information

Outcome 2

Select a range of ICT-based package(s) to support this learning

Knowledge and/or skills

♦ Selection criteria (subject content, certification, duration, cost, special needs, level, ICT competence)
♦ Learning packages available within own organisation
♦ Sourcing learning packages outside own organisation
♦ Devising a learning plan
♦ Progression opportunities

Outcome 3

Provide appropriate ICT support to the client in the use of their chosen learning package(s)

Knowledge and/or skills

♦ Knowledge of appropriate in-house learning packs to develop ICT skills
♦ Front-line client support
♦ Referring clients to sources of support external to library

Higher National Unit specification: statement of standards (cont)

Unit title: Applications of ICT in Libraries: Supporting Client Learning

Evidence Requirements for the Unit

Logbook

The log must successfully record the following:

1   One case study, fully documenting the activities related to the three Unit Outcomes for a client who wishes to find and use ICT-based learning package(s) in the library.

      and

2   A contrasting case study, fully documenting the activities related to the three Unit Outcomes for a client who wishes additional ICT-based support in the library for a course of learning being undertaken elsewhere.

It is essential that the client undertakes the learning on library premises where the candidate is available to offer appropriate support.

The tutor or mentor must take steps to authenticate the evidence as the unaided work of the candidate. This could be done most easily by direct observation and/or questioning of the candidate and client during and after the learning.

For each of the two case studies the logbook must record successful completion of ALL of the tasks listed below:

1   Profiling the client

     ♦   Establishing client competence in use of hardware and software

     ♦   Determining client's learning goals:
          —   subject area
          —   slant or specialism
          —   existing competence
          —   future competence as a result of the learning undertaken
          —   reasons for learning
          —   timeframe
          —   time available
          —   importance or non-importance of certification
          —   finance

     ♦   Matching the learning to the client's work or personal goals, using knowledge of:
          —   UK education and training system
          —   sources of careers information

     ♦   Ascertaining any special needs requirements of client

Higher National Unit specification: statement of standards (cont)

Unit title: Applications of ICT in Libraries: Supporting Client Learning

2   Selecting the package(s)

    ♦   Applying selection criteria:
- subject content
- required certification
- duration of learning
- cost implications
- special needs requirements
- level of study
- ICT competence required for package

    ♦   Offering appropriate learning packages

        either

        Available within own organisation

        or

        Sourced from outside own organisation

    ♦   Devising a learning plan:
- the overall learning goal
- specific learning objectives which contribute to the learning goal
- a deadline for completion of the learning
- a schedule for learning
- any support which the candidate or their library colleagues have agreed to provide for the client
- a specification of the responsibilities and involvement of any outside provider

    ♦   Exploring progression opportunities for client

3   Providing appropriate practical support

    ♦   Demonstrating one or more of the following (as appropriate for client needs)
- provision of appropriate in-house learning packs to develop ICT skills
- provision of front-line support to client
- referral of client to sources of support external to library

As a number of Outcomes are assessed together an assessor must ensure that each Outcome has been achieved by the candidate to successfully achieve a pass in this Unit.

Assessment guidelines for the Unit

All the work should be undertaken in a real environment with real clients.

Candidates may present the logbook in print or electronic format.

Administrative Information

Unit code: DP5E 34

Unit title: Applications in ICT in Libraries: Supporting Client Learning

Superclass category: CZ

Original date of publication: September 2006

Version: 02

History of Changes:

Version	Description of change	Date
02	Added: As a number of Outcomes are assessed together an assessor must ensure that each Outcome has been achieved by the candidate to successfully achieve a pass in this Unit	8/9/06

Source: SQA

Higher National Unit specification: support notes

Unit title: Applications of ICT in Libraries: Supporting Client Learning

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

Outcome 1 relates to constructing an initial profile of the client's:

♦   ICT competence
♦   competence and experience, if any, in the area for which learning is to be undertaken
♦   reasons for undertaking learning using ICT
♦   special needs, if any

This is most easily done by means of an informal interview with the client. Good communication skills are key to this interview and this outcome provides an opportunity for candidates to practise and refine their communication skills. The candidate should use checklists to record the client's responses so that there is a structured record of the client profile for future reference.

♦   **Establishing client competence in use of hardware and software**

The client's ICT competence clearly affects their ability to use the learning packages available. If ICT skills are lacking, the client may initially have to undertake some ICT skills development before moving onto their selected learning package. ICT competence in both hardware and software should be established. The candidate should determine the client's competence in operating a computer ie:

—   using hardware devices (mouse, keyboard, printer, scanner, disk drives etc)
—   using a Windows environment to open and close packages, locate data and applications, use folders and a filing system, save data
—   accessing the Internet and using e-mail

The candidate should also ask which software packages, if any, the client is familiar with and, by investigating how these have been used, the client's facility in entering, saving, amending and outputting data using these packages. Typical packages might be word processing (eg Word), spreadsheets (eg Excel), databases (eg Access) and specialist packages (eg Sage Accounting). Candidates should have an in-depth knowledge of the specific packages available within their own library.

♦   **Determining client's learning goals**

The client may have learning goals related to their work or their personal life. The candidate should attempt to establish exactly what the client wishes to learn and (although not all clients will be willing to provide details of this) the reasons why the candidate is undertaking the learning. The candidate should ask about:

Unit title: Applications of ICT in Libraries: Supporting Client Learning

—   subject area (eg: Spanish)
—   slant or specialism (eg: Spanish for business)
—   existing competence (eg: client passed Standard Grade/GCSE Spanish in 1995)
—   future competence as a result of the learning undertaken (eg: client wishes to write acceptable business letters to Spanish clients of their company)
—   reasons for learning (eg: the client is soon to take responsibility for the company's Spanish clients)
—   timeframe (eg: within three months)
—   time available (eg: the client can devote up to 4 hours per week to the learning)
—   importance or non-importance of certification (eg: is the client interested in gaining a qualification in business Spanish on completion of the learning?)
—   finance (eg: is the client willing/able to pay for any costs associated with the learning, its assessment or certification)

The candidate should recognise that clients may come to the public library seeking learning packages which are complete in themselves or additional learning to support training or education being undertaken elsewhere. The most obvious example of the latter is school pupils or college/university students seeking assistance with assignments or desiring materials which will help them revise for examinations. Other clients engaged in more informal learning may still require top-up materials. For example, an adult working through a self-help book on word processing might ask for additional exercises in keyboarding.

♦   **UK education and training system (pre-school, primary, secondary, tertiary, workplace, informal)**

The candidate must have a broad-based understanding of the UK education and training system as a whole - pre-school, primary, secondary, tertiary, workplace and informal. Candidates are not expected to be experts on education and training. They should be familiar with the basics of the system and know how to find out more detail on any aspect, if this is required. In particular, it is essential that candidates appreciate that the education and training systems of the four UK nations differ from one another (the Scottish system displays the largest divergences) and the implications of this for learners.

♦   **Special needs**

The client should establish any special needs of the client which will have a bearing on the learning. Special needs is used here in its widest sense to encompass motor, visual or hearing impairment, learning difficulties (including dyslexia), English as a second language and literacy or numeracy issues.

♦   **Sources of careers information**

In order to match the client's learning desires with work goals, it may be necessary for the candidate to access sources of information on workplace qualifications and competences useful in a particular job role or career. Candidates may use on-line sources of general careers information, such as www.connexions-direct.com (for England, Wales and Northern Ireland) or www.careers-scotland.org.uk (for Scotland). They may also use websites specific to one industry sector, such as www.careersinlogistics.com (careers in freight logistics).

Higher National Unit specification: support notes (cont)

Unit title: Applications of ICT in Libraries: Supporting Client Learning

Outcome 2 relates to the selection by the candidate of ICT package(s) to support the client's learning.

♦   **Selection criteria (subject content, certification, duration, cost, special needs, level, ICT competence)**

The candidate must source learning packages which match the requirements of the client profile. The main criteria are:

— does the subject matter match the client's desired study topic?
— is certification available if the client desires this?
— does the length of the learning package fit with the time available for the client to learn?
— can the client afford any costs associated with the learning?
— does the learning package address any special needs of the client?
— is the level of the learning suitable in terms of both starting competence (ie neither too easy nor too difficult) and final competence achieved at the end of learning?
— can the client undertake this learning without enhancement of their existing ICT skills? If not, can the library supply additional support ICT skills development in order to enable the client to undertake the chosen learning package?

The candidate must take into account any special needs of the client in relation to the learning packages. For instance, it may be necessary to utilise speech-to-text or text-to-speech technology, modified keyboards, tracker-balls or joysticks, to change screen settings to improve visibility, and to use spellcheckers.

♦   **Learning packages available within own organisation**

The candidate must be aware of the range of learning packages which are available within their own library service and of how to find information on any of these packages which are not held at their own service point. The candidate must determine any restrictions on the use of these learning packages eg must they be used on library premises or are they available for home use?; is there a limit to the number of hours a client may book to use the package in the library or on the length of time a package can be borrowed? If the packages are to be used in the client's home it is vital for the candidate to establish the details of the client's own computer in order to be sure that the specification is high enough to support the chosen learning package.

♦   **Sourcing learning packages outside own organisation**

The candidate should have knowledge of learning provision in the locality and what these providers may have to offer the client. This provision could include schools, colleges, universities, private trainers, local learning partnerships, community learning, private training provision, voluntary organisations such as the Workers Educational Association. The library is likely to have printed information from some of these organisations in the form of prospectuses and brochures but the most up-to-date information is likely to be sourced from their websites.

With e-learning it is not necessary for the provider to be local. Much excellent learning content can be sourced free of charge from the Internet eg: www.studyspanish.com offers free tuition in basic Spanish. In other cases e-learning may be delivered via the Internet for a fee. In these cases a login and password will be required.

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The candidate must be familiar with sites which are commonly used to find learning resources. The candidate should check these sites regularly for news and developments, as their content is regularly updated. It is important to be aware of the scope of any such site. It is often the case that learning sites which appear to be UK-wide are not in fact applicable to one or more of the four nations. Frequently, learning sites apply to England, Wales and Northern Ireland (eg: www.learndirect.co.uk) and there is a separate site for Scotland (eg www.learndirectscotland.com) This is not always obvious from the title of the site eg: the National Grid for Learning (www.ngfl.gov.uk) is a truly UK-wide site of learning resources, whereas content of the National Learning Network (www.nln.ac.uk) is based on the English curriculum but may be of use elsewhere. The BBC (www.bbc.co.uk) offers excellent learning materials applicable in all four UK nations.

There are many websites which are specifically designed to provide curriculum related resources and revision aids. Once again it is vital for the candidate to check that these are appropriate for the school or college curriculum of the UK nation where the client is studying. The BBC's site (www.bbc.co.uk) has educational and revision material for England, Northern Ireland, Scotland and Wales.

Candidates should be familiar with websites applicable to their own home nation's educational curriculum, such as Learning and Teaching Scotland (www.ltscotland.org.uk). However, candidates should not consider that support learning should be confined to these educational web-sites. Rather they should be prepared to assist clients to find appropriate support material for their learning from any suitable Internet source.

♦ **Devising a learning plan**

The candidate should agree a learning plan with SMART (Specific, Measurable, Achievable, Realistic, Timebound) objectives with the client. This need not be a complex piece of documentation. Rather it should be a checklist which outlines:

— the overall learning goal
— specific learning objectives which contribute to the learning goal
— a deadline for completion of the learning
— a schedule for learning
— any support which the candidate or their library colleagues have agreed to provide for the client
— a specification of the responsibilities and involvement of any outside provider

Use of such a learning plan avoids confusion and can also be motivating to the learner. Where the client is returning to learning after a gap, or has had prior negative learning experiences, it can be helpful to break the learning into "bite sized chunks" and produce a series of shorter learning plans. Thus the client has a positive experience of successfully completing a small amount of learning which engenders a sense of achievement and spurs them on to further efforts.

♦ **Progression opportunities**

All of the above sources of information on learning provision are useful to the candidate not only to source learning which is appropriate for the client's immediate learning goals but they can also be used to suggest further learning options to the client, on completion of the initial learning.

Higher National Unit specification: support notes (cont)

Unit title: Applications of ICT in Libraries: Supporting Client Learning

Facilitating progression in this way enables the candidate to fulfil the library's role as a key player in lifelong learning.

Outcome 3 relates to the provision of appropriate ICT support to the client in the use of their chosen learning package(s)

♦ **Knowledge of appropriate in-house learning packs to develop ICT skills**

Most public library services have a wealth of in-house learning packs whose aim is to develop ICT skills, ranging from beginner to advanced level. It is desirable that the candidate should have examined the packages so that they are completely familiar with their content and level.

This enables the candidate to make the most informed choice when recommending a package to a client and to be absolutely confident that the client will benefit from it.

♦ **Front-line client support**

When a client is using any ICT based learning package in the library, whether to develop ICT skills or for other learning, it is likely that from time to time some technical snags will arise. The candidate must be able to assist with simple trouble shooting eg printing problems because the page set-up is not correct; computer "hanging"; altering the screen resolution. There is no suggestion that the candidate should possess sophisticated trouble shooting skills: this is the responsibility of ICT technical staff. Rather the candidate should be acquainted with typical, straightforward difficulties which can arise and be able to suggest how these can be overcome. The candidate should be clear about the boundary between their responsibilities regarding trouble-shooting and when they should call on the services of a technical professional.

Once again, as in outcome 2, the candidate must take full cognisance of any special needs of the client and offer appropriate technical support to address these.

♦ **Referring clients to sources of support external to library**

Where no suitable in-house packages are available, the candidate must refer the client to external sources. These are likely to be hands on, practical courses from local providers. The knowledge of local provision outlined under Outcome 2 will enable the candidate to suggest appropriate referral agencies.

Guidance on the delivery and assessment of this Unit

This Unit is part of the Diploma/Advanced Diploma in Applications of ICT in Libraries. This Unit provides basic knowledge and skills on supporting learners. These skills underpin the more advanced studies in DP5J 35 Applications of ICT in Libraries: Carrying Out the Educator Role. This Unit should be delivered prior to candidates undertaking DP5J 35 Applications of ICT in Libraries: Carrying Out the Educator Role.

The assessment consists of two case studies on learner support, each of which provides evidence for all three of the Unit Outcomes. There are no obvious opportunities to integrate the assessment for this Unit with that for other Units in the Diploma.

Higher National Unit specification: support notes (cont)

Unit title: Applications of ICT in Libraries: Supporting Client Learning

The conditions for assessment are lightly controlled. It is therefore important that assessors take steps to authenticate the assessment material as the candidate's own, unaided work.

Open learning

If this Unit is delivered by open or distance learning methods, additional planning and resources may be required for candidate support, assessment and quality assurance.

A combination of new and traditional authentication tools may have to be devised for assessment and re-assessment purposes.

For further information and advice, please see *Assessment and Quality Assurance for Open and Distance Learning* (SQA, February 2001 — publication code A1030).

Candidates with additional support needs

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs,* which is available on the SQA website **www.sqa.org.uk.**

General information for candidates

Unit title: Applications of ICT in Libraries: Supporting Client Learning

The purpose of this Unit is to develop skills in public library staff required to support clients in their selection and use of ICT-based learning packages within the library.

The Unit is suitable for any staff in public libraries who are involved in this role. The library may provide the clients with stand-alone ICT learning packages or support through ICT-based materials for learning which is delivered elsewhere.

On completion of the Unit you will be able to:

1   Profile a client in terms of ICT competence and learning goals.
2   Select ICT-based package(s) to support this learning.
3   Provide appropriate ICT support to the client in the use of their chosen learning package(s).

You will gain hands on experience of interacting with library clients, establishing their learning requirements, sourcing learning materials and providing support during the learning. This will be done in a real library environment.

The Unit is assessed through two case studies. These will be related to typical learning needs of public library clients.

Some examples are:

Case Study 1:

An adult client who studied German at school some years ago wishes to upgrade his/her abilities to be able to deal with German speaking customers at the bookshop where he/she works. He/She may have an interest in later formal academic studies in German language.

Case Study 2:

A school pupil with visual impairment but who is managing to cope with mainstream school classes wishes to supplement his/her school studies for Standard Grade Chemistry at your library.